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THE ASSOCIATION FOR EDUCATION BY RADIO

The President's Page

ONCE AGAIN we salute the Institute for Education by Radio-Television at Ohio State University! It is heartening to know that public platforms still exist where opinion may be freely expressed and where minds may meet to probe into the many problems that face professional communicators. In times of "iron curtains" and "investigations" we should re-affirm our dedication to the continuance of such occasions as this that truly reflect the democratic principles by which we operate. It is too easy to give surface acceptance to such events and fail to recognize their true significance.

This Institute can also give us cause to examine our course of action for tomorrow. In the past twelve months, the monster, television, has taken our thoughts, often to the exclusion of all else. Television is a monster only because it seems to require so much of our energy to bring it under control, and make it work for the best interests of education. And yet in Columbus, we discover that radio comes in for a large amount of consideration in our deliberations. This is sufficient proof, without citing all the other evidence available to us, that radio is still an important vehicle that will always require our constant attention if we are to assume its continued application in those situations where it can serve best. Complete freedom in time and place and an unfettered appeal to the imagination are some of the advantages of radio that television does not yet enjoy.

Institute time is also a crossroads where this Association pauses to take stock of the past and re-evaluate its plans for the future. In this particular case it is time for a look back over a three-year period—a period of great change in the affairs of AER-T. This is not to imply that any more significant contributions to educational broadcasting have been made during that period. Rather, it has been a period where AER-T has been proven a wanted and needed organization. It has been a

period when the expressed needs of many people in the broadcast endeavor have been heard and those needs have defined the service area of the Association.



tion. It has been a period when AER-T has discovered a pattern of organization by which it can operate more efficiently and make its service more significant.

We have come to recognize a time of internal turbulence as a time when increased strength of objective is gained. Out of this kind of re-examination of purpose and method comes an internal strength that will defy challenge. AER-T has gone through this sort of re-organization during the past three years. It has examined its purposes and its means of achieving those purposes. It has fumbled on occasion in striving for the best method of accomplishing its purposes but each fumble has resulted in a better way to do the job at hand. AER-T has been in a period of transition, seeking to find a set of basic services, and a pattern of best providing those services. There is still some distance to go in accomplishing these objectives. At least, the results of serious introspection will be the definition of a

clear cut program and an indication of the means of accomplishment of that program.

Some of the specific problems that have faced this Association during the past three years have been reported in previous pages in this *Journal*. There is no need to go into them further here. Let it be said that these problems have been the normal ones of any organization that is growing up; that their solution can only result in a stronger AER-T; that certain of our members have been inconvenienced as a result of these changes in operation and others have benefited beyond their investment. Such inequalities are bound to occur during a period of change. We take assurance in the knowledge that those affected understand the complications that arise and are eager to assist in arriving at an equitable solution.

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Saluting Another Columbus Institute

ANOTHER YEAR HAS PASSED. Again the *AER Journal* is recognizing the Institute for Education by Radio-Television [its 23rd meeting] being held in Columbus, Ohio, April 16-19, 1953, by dedicating the current issue to this important educational gathering and devoting the opening article to a preview of its 1953 program.

The 1931 Institute, at which your Editor began his since then unbroken attendance record, witnessed discussion about educational versus commercial radio stations which sound strangely similar to those occasionally heard today concerning television.

That meeting, by the way, was small enough to be a working body, in marked contrast with Institutes of recent years. *Education on the Air, 1931*, the proceedings of that second Institute, listed the names of only 136 registrants. Of this total, 74 listed home addresses outside of Columbus—56 being from states other than Ohio. Five registrants were wives who had accompanied their husbands.

Reservation for Education?—Joy Elmer Morgan, editor of the *NEA Journal*, presented the point of view of organized education when he noted that the National Committee on Education by Radio, of which he then served as chairman, was established to secure "legislation that will permanently and exclusively assign to educational institutions and to government educational agencies a minimum of fifteen per cent of all radio broadcasting channels which are or may become available to the United States."

John W. Elwood, NBC vice president, and Judith C. Waller, then manager of Station WMAQ, Chicago, registered opposition to this principle. Mr. Elwood noted that "The educators have no money for any programs and no persons ready to take up the work." Miss Waller thought people would acquire education more quickly through commercial rather than educational stations, and pointed out that commercial stations then were devoting more than 10 per cent of their time to education—her own station between 15 and 20 per cent.

Each Has Its Place—Today, fortunately, the situation has changed. Most commercial radio station executives recognize that they can do only a limited amount of educational broadcasting and welcome the supplementary service which educational radio stations [both AM and FM] can provide. They realize that the mass audience they must of necessity attract demands a different program approach than the many minority audiences which more specialized educational programs draw.

Television executives, also, are aware of their responsibilities, education-wise, to their audiences. However, they too realize that only a limited amount of time can be devoted to educational broadcasts and that such programs must be designed for mass appeal. Only a station not subjected to commercial pressure could effectively serve the minority

audiences that need the stimulus and content of more specific educational programming.

It comes, therefore, as a shock when one does find a spokesman for commercial stations suggesting, as one did recently in testimony before the Minnesota Legislature, that commercial TV stations can provide all the time necessary for educational use and at lesser cost.

Reservation Principle Established—A comparison of promise and performance, insofar as commercial AM broadcasters were concerned, undoubtedly led the FCC to reserve channels for education in the FM radio band. And this same consideration definitely was a major factor in the Commission's decision to reserve 242 TV channels for non-commercial educational use.

So now the problem facing educators is not to get facilities, but to secure the necessary funds. This, of course, begins with winning wide public support. And it is most encouraging to find prominent men and women in business, in industry, and in civic affairs devoting their time and effort on behalf of the FCC-proposed system of non-commercial educational TV.

We Offer for April—This month we are fortunate in having another statement from Dr. Walter R. G. Baker of the General Electric Company. His challenging article in our February issue was a transcript of his remarks before the New York Temporary State Commission on the Use of Television for Educational Purposes. The current article, equally significant, is a record of an address he made in Philadelphia on March 17.

Philip Lewis, our television editor, again peers into the future for us and makes some predictions about three-dimensional television. In addition, he points out the conditions under which two TV stations might operate simultaneously on the same channel.

Norbert J. Hruby, who has been closely identified with the campaign to establish an educational TV station in the Chicago area, has some valuable suggestions to offer concerning the initial financing and the ways in which continuing support is most likely to be secured.

Edward H. Weiss provides an interesting account of some of the research conducted by the advertising agency he heads, that led to the conclusion that "crime programs do not pay for some sponsors." And in this connection, he points out the importance of matching the product, the program, and the continuity in achieving a high audience rating.

Cooperation Urged—The cooperation of a few members has helped in making the *AER Journal* what it has been in recent months. If each member would keep the Editor informed of significant developments in educational radio and TV in his community, the value of this magazine could increase immeasurably. This is an invitation to every reader to cooperate.—TRACY F. TYLER, Editor.

23rd Radio-TV Institute at Columbus

Nancy S. Naylor

Bureau of Public Relations, Ohio State University

WHETHER LEGISLATIVE HEARINGS should be televised—such as Senator McCarthy's investigation of "The Voice of America"—is the current and controversial topic which will open Ohio State University's 1953 Institute for Education by Radio-Television, to be held April 16-19 at the Deshler-Wallick Hotel in Columbus.

The opening general session on "The Telecasting of Legislative Hearings" will provide a lively beginning for the 23rd annual Institute, which since 1930 has provided a stimulating forum for broadcasters, educators, civic leaders, and interested citizens to share ideas and examine differing viewpoints about educational broadcasting. I. Keith Tyler, director of the Institute and also of radio education at Ohio State, will preside at the opening session.

In this session, differing views on the telecasting of hearings will be put forth by three speakers, whose names will be announced later: first, the view that the public should know everything, regardless; second, that telecasting should not be permitted in cases where it intimidates the witness or biases the hearing; and third, that broadcasters should get together and develop an "either-or else" code of standards governing the telecasting of hearings.

The second general session on Friday evening will deal with "The Role of Educational Communications in Society." The session is described by Dr. Tyler as a "thoughtful analysis of the part played by educational broadcasting in our world today; what its concerns should be; and how influential it actually is in society." Graydon Ausmus, president of the National Association of Educational Broadcasters which arranged for the panel, will preside over this session.

The hard facts of financing educational TV will be faced realistically in the closing general session on Sunday morning, titled, "Supporting Educational Television." Panelists will consider four possible solutions to this primary problem—subscription TV, cooperation with commercial stations, community-wide support, and taxation.

Presiding over this closing session will be John C. Crabbe, president of the Association for Education by Radio-Television.

AER Luncheon

William H. Sener, director of telecommunications, Allan Hancock Foundation, University of Southern California, will be the speaker for the annual AER-T luncheon.

The luncheon is scheduled for Saturday noon, April 18.

Mr. Sener is directing the establishment and operation of what may be the first educational TV station on the air in the U. S. Already he has appeared in various parts of the nation to discuss the problems faced in getting such a station on the air. One of his most notable appearances was at the JCET Seminar on Educational TV in New York in mid-January.

All who attend the Columbus Institute this year will put the AER-T luncheon on their "must do" lists.

Discussion from the floor following talks at the three general sessions will be led this year by Harold B. McCarty, executive director of the Wisconsin State Radio Council.

In addition to the general sessions and the Institute's annual banquet on Saturday evening, April 18, more than 30 special interest and work-study sessions have been planned, in which the "who," "what," and "how" of educational broadcasting will be taken up.

Broadcasting by schools, universities, national organizations, and commercial stations will be considered in several sessions. Other sessions will be concerned with such things as techniques in educational TV, progress in communications research, training personnel for radio and TV in schools and colleges, and radio writing and production. Sub-

ject matter of programs will provide the chief topic in discussions on agricultural, religious, health, music, and children's programs; while representatives of organized listener groups from all over the United States will share their ideas in a discussion of good programming.

Leo Martin, director of communication arts at Boston University's School of Public Relations and Communications, will chair the session on "Radio Training in Colleges and Universities." Conducting the work-study group on "Television Training in Colleges and Universities" will be Sydney W. Head, chairman of the Radio-Television Film Department of the University of Miami. Topics to be taken up in this session include objectives and unique features of television curricula, course content, equipment, and skill areas. Martin will also serve as a participant in this discussion.

"Good Programs on the Airways" is the subject of another special interest session, in which representatives of organized listener groups from all over the United States will participate. Chairman of the session will be Mrs. Rudolph E. Langer, president of the Wisconsin Association for Better Radio and Television. Topics covered by individual panelists will include "Programs in a Big City," "Stimulating Public Opinion," and "Cooperation by the Broadcaster."

The Institute's director, I. Keith Tyler, will conduct a session on "Youth Discussion Broadcasts," while other sessions of particular interest will be those on "School Broadcasting" and "A Progress Report on School Telecasting." AER-T President John C. Crabbe will chair the latter group, which will include as participants Marguerite Fleming, director of the Board of Education Station KSLH, St. Louis; and William B. Levenson, assistant superintendent of schools, Cleveland. Betty Ross, assistant director of public affairs and education at NBC, Chicago, will act as secretary for the session.

The work-study meeting on high
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Television—Another New Frontier *

Walter R. G. Baker

Vice President and General Manager, Electronics Division, General Electric Company

NOT SO LONG AGO, as historians measure time, an invention was made. Many of the wise and learned men of that day studied the invention, and as is the habit of wise and learned men of all ages, freely gave the benefit of their opinions to any who would listen to them.

"This is the invention of the devil," said one.

"Should this fall into the hands of the common people," said another, "it will break down all laws and moral restrictions."

"This will make each man his own priest, to interpret the scriptures according to his own inclinations," said a third.

"Truly the printing press is the invention of the devil," said another wise man. "We must pass a law against it."

Then there came another age and another invention. Again the wise and learned men gave to the world the benefit of their opinions.

"This will make all men alike," said one. "They will become mere parrots, repeating what they have heard."

"Should this fall into the hands of the common people, it will reduce our civilization to the lowest common denominator," said another.

"Truly, radio can cause great harm," said a third. "We must protect the people from its deadly influence."

More recently we have experienced a third great invention, one that like the printing press and radio, offers us a new way of communicating with great numbers of people. And since history must repeat itself, we have those who would protect the public from the influence of television as though it were a dread drug which would enslave us.

And there are those who tell us that television should be used only for certain purposes, for entertainment, for dissemination of news, and not to bring us Congressional hearings or paid political broadcasts, or education. These reactions are not unlike those of the man who was celebrating his ninetieth

birthday. As his family gathered to honor his great years, one of his great-grandchildren said to him, "Granp, you must have seen a lot of changes in your lifetime."

The old man drew himself up proudly and answered, "Yep, and I've been agin every one of 'em."

But I want to talk about just one possible use of television—television for educational purposes. I know that many of you are in fields that have brought you into close contact with television. Some of you, I'm sure, have studied it clinically from the viewpoint of advertising impact. You know that there are 22 million television sets in use in the United States, that American advertisers invested nearly a half-billion dollars in television last year and what the most popular programs are, and what they cost.

These are well known facts. Not so widely publicized is the allocation plan of the Federal Communications which last spring established 2,051 television channels in the United States, and set aside 242 of these channels for educational purposes. The Commission specified that these 242 channels should be non-commercial, that is, they could not carry commercially-sponsored programs, and therefore would have no source of advertising revenue. The FCC also stated that it would not entertain any petitions to end the reservation on any of these channels for one year from the effective date of the order. That year ends on June 2.

What has happened to these 242 channels? Construction permits have been granted for 14 channels. No educational television station is on the air today, although Houston and Los Angeles may begin broadcasting this month. On the surface this would seem to signify a doleful lack of interest in education by television. But just the reverse is true. Where educational television has been proposed, those "agin" it and those in favor are engaging in an old-fashioned Donnybrook of the noisier kind. Educators and Parent-Teacher associations at hearings in New York State turned out armed with fistful of statements in favor of educational television. Taxpayer groups fired their big guns in opposition.

Why all this argument? Although he was talking about commercial television, I think J. L. Van Volkenburg, president of CBS Television, put his finger on it when he said in a talk at Harvard, "Psychologists tell us that the basis of television's impact is its combination of sight and sound and motion . . . a combination which again in psychological terms, is bound to be more potent, more arresting, and longer retained in the human mind than any one of its individual parts, or any two in combination." Educators and proponents of educational TV see this impact as a useful force in education. Opponents fear this impact may be misused, ineffective, or too costly.

In the pros and cons of educational television we have an argument of what

AER-T Meetings at Columbus

Meetings of the Board of Directors and of the entire membership of the Association for Education by Radio-Television, to be held in conjunction with the Columbus Institute, are most important this year. AER-T members will remember that these meetings are scheduled prior to the time the Institute opens officially.

Please check the following schedule and make every effort to reach Columbus early enough to be present!

Thursday, April 16, 9:30-10:30 a.m. Board meets to consider committee reports. All committee chairmen should be ready for this meeting.

Thursday, April 16, 10:30-12 noon. Board of Directors meets in executive session.

Thursday, April 16, 2 p.m. General membership meeting.

*This talk by Dr. Baker was presented before a luncheon meeting of the Poor Richard Club in Philadelphia on March 17, 1953.

might be called the unanswerable kind. As an engineer, I dislike such arguments since they cannot be proven mathematically. As a business manager, I feel the preponderance of evidence must show that one side is right, the other side is wrong. The evidence, I feel, is strongly on the side of educational television to the point that failure to make use of this new—yes and untried—medium would be a mistake that would affect our civilization for centuries to come.

An amateur psychologist may say that if I feel so strongly I must have a strong motivating force and he would suspect it would be rooted in some commercial advantage. Let me assure you that owners of would-be-commercial stations are banging at the doors of General Electric, as well as other manufacturers of broadcast equipment, demanding the earliest possible delivery of transmitters, cameras, and other television studio equipment, in their rush to get on the air. And since the FCC has stated that if educational groups or institutions do not make use of the channels temporarily reserved for them, commercial broadcasters can apply for them, I can see no commercial advantage. To be downright frank about it, my marketing experts tell me I'm running the risk of offending some potential commercial customers by being a proponent of non-commercial stations that some operators might consider as being in competition with them.

So we have a number of questions. Why educational television? What will it do for you, and me, and for our children? What will it be like? How much will it cost? Who will look at it when *I Love Lucy* or, to keep peace with our own advertising experts, *Fred Waring*, or *I Married Joan*, or *Jane Froman*, are being telecast? And lastly, what about these arguments of "state thought control" or "competition with private enterprise."

I'm going to be extremely serious for a moment, in answering the question of "why educational television?" We have in the United States a rapidly expanding economy which has its roots in our rapidly increasing technology. Economists, who find it difficult to agree on whether the sun is shining, are in almost complete agreement that we must keep our economy strong if we are to survive the tremendous drain imposed upon us by the "cold war" with

our ideological enemy. They agree, too, that to keep our economy strong we must take the utmost advantage of our increasing technology to increase productivity, to make best use of our national resources.

This increasing technology demands that a larger percentage of our population attain a higher level of education. We have today recurring shortages of qualified engineers, of competent scientists and technicians, of men and women with sufficient basic knowledge for highly technical industrial jobs. Two months ago the National Science Foundation warned of a critical shortage of scientists in the United States. It reported there will be only 15,000 engineering graduates here in 1955 contrasted with 50,000 in the Soviet Union.

Educational television can provide the inspiration necessary to lead many of our young people to extend their schooling. Educational television can have a tremendous effect upon our adult population and can raise their educational age not only through actual training but again through inspiring them to take extension or correspondence training.

If our educational level can be raised, we begin immediately to make educational television pay for itself. A study by the Committee on Education of the United States Chamber of Commerce pinpointed the relationship of education to income. In terms of 1940 income, 50 per cent of wage and salary workers who reached the \$5,000 bracket attended college, 39 per cent attended high school, and only 11 per cent had eight years of schooling or less. And if more evidence of relationship of education and income is needed, Dr. Harold F. Clark of Columbia University, concludes in another study, "There is one thing that you will always find in any country with a high income. You will find that the people have a high level of education and great technical skill. . . . The evidence is impressive that education is a causal factor as far as income is concerned."

This is what educational television can do for our nation, but how will it do this, and what will it be like? Here even the educators who are planning so hard for educational television can't get together. But one thing is certain, it won't accomplish this by the emotional appeal of a television drama, nor the excitement of a "let's cut 'em off at the

pass, pardner." It will take advantage of an age-old rule of thumb, "Never overestimate a person's knowledge, but never underestimate his intelligence nor his desire for knowledge."

Clearly, there are two audiences for educational television, the classroom audience and the home audience. In the classroom, I can envision programs integrated with the school curriculum, programs aiding, but not replacing the teacher. There will always be a place for the current events program in the school, the opening of Congress, the inauguration of a new president, the events that are making history. Does someone ask, "How do you teach the multiplication table by television?"

The answer is, "You don't." But you can, by television, dramatically impress the third grader with the fact that he will never be a space pilot or she will never be a flight nurse if they don't know the rudiments of arithmetic. A well-spaced series of programs on the growth of the alphabet, from early picture writing, can create interest in spelling. History can be made to come alive, mathematics can be glamorized. Are we so bound by tradition to the blackboard and textbooks that we can't grasp the possibilities this new medium has for pushing back the classroom walls and making learning interesting? Think what it can do to arouse interest in art, in music, in public safety. Even the oftentimes stodgy *New York Times* editorialized in February, "Opponents or doubters of TV for education," the *Times* said, "wonder whether educators can produce programs that will hold interest. How little faith," it said, "how little vision these doubters have!"

Educational programming for the home offers even less of a problem. Very obviously there are such possibilities as a homemaking tour for the women, a hobby and how to fix it and sports instruction hour for the men. There could be programs designed to attract the adult viewers to extension courses. There could be public safety, how to avoid breaking the law, how to stay healthy, and many, many more. I'm willing to bet that an annual series of programs on "How to save money on your income tax," would knock the top right out of the popularity ratings.

And would all this cost money? Of course it would. In New York State, as you may know, the Board of Regents proposed a 10-station educational tele-

vision network. Governor Dewey appointed a temporary commission to study the proposal and a majority report of that commission turned thumbs down. Jack Gould, television editor of the *New York Times*, and to my mind one of the most capable critics and best informed writers on television, described that report as an "incredibly clumsy and shocking document."

On the question of cost, Gould said, and I'll quote him directly, "The Commission wrings its hands because a system of educational TV would cost money. The state thrway is costing fantastic sums of money but its desirability is none the less recognized. The cost of educational TV, which could enrich and stimulate the minds of millions, at most would only be a small fraction of what is spent on education in the state. Once upon a time there was opposition to public schools, too. Progress is never a toll-free road."

What will educational TV cost? It will cost millions to construct the facilities, to program and to operate 242 stations. But what does one school cost today? What is the cost of one mile of the Pennsylvania Turnpike? What is the cost of our mounting automobile accident toll? What is the cost to the nation of insufficient numbers of engineers and scientists?

And who will watch educational television programs? It will not be only the members of the South Side Literary and Birdwatching Society. The capacity for human growth and understanding, of human desire for self-improvement, cannot be over-estimated. When I hear the doubters say that education cannot be made interesting using this powerful impact media, I'm inclined to echo the editorial I quoted you before, "How little faith, how little vision." When commercial television began, more than a few programs lacked any real interest, and even today many hours are taken up showing old British movies that have been described as looking as though they were made at midnight in a coal mine and which would have kept the public away in droves if shown in any theater.

If educational television will be this interesting, isn't it true that it will take the audience away from commercial stations and thus be in direct competition with the commercial stations? First, owning a commercial station obviously is not a license to chain people in front

of their television sets and hypnotize them from turning to any other channel. Owners of theaters don't complain that churches are stealing their business and should be closed. Radio station owners haven't yet filed suit against television stations for stealing their audiences. We can be thankful that one of our freedoms is to be able to drop the magazine, turn off the television or radio program that bores us. If education can be made interesting enough to compete with entertainment, we can take new pride in American people and at the same time look forward to improvement in entertainment. I have a feeling that some educational programs might even end up as sponsored programs on commercial stations.

And now we come to the argument against educational television which is supposed to be the crusher. Suppose, these opponents say, communists took over control of educational television, and anyway, wouldn't it be a wonderful propaganda weapon for a political party?

How little faith! How little faith in our ability to protect our freedoms! How like the arguments against the printing press and radio! We demand, and rightly so, that our public servants be above reproach. As anyone who has ever attended a school board or a Parent-Teacher meeting knows, we view services rendered to the public by government with an extremely critical eye. With educational television, any mother sitting at home would be able to monitor what is being shown her children in school, which she cannot do with their regular classroom work. And millions of people would view the broadcasts aimed at the home. What safeguards are needed can be provided. Those who protest it would provide state thought control are themselves using one of propaganda's oldest weapons, the catch-phrase which damns without sound reason behind it.

I believe we will have educational television because I believe we in this country are aware of the great sociological and technological changes that are going on. We demand the latest in labor saving devices in our homes and factories. We look forward eagerly to new products and new devices and new developments, to plastics, synthetics, electronic computers, faster air travel, peacetime use of atomic energy. Our laboratory at Electronics Park is push-

ing back the frontiers of human knowledge in such areas as transistors, the fully automatic factory, color television, and with other fascinating research. And the pressure is always on us to speed these developments, bring them to completion and to use faster.

A civilization which demands such progress will not patiently stand for hesitation and reluctance to make use of this new medium as an investment in our country's future.

I know it would be appropriate to close this talk by quoting Benjamin Franklin. But instead, I would like to quote from another great inventor, and scientist, Charles F. Kettering. In presenting "Words to Live By," he said, "The past is gone and static. Nothing we can do can change it. The future is before us and dynamic. Everything we do will affect it. Each day brings with it new frontiers, in our homes and in our businesses, if we will only recognize them. We are just at the beginning of progress in every field of human endeavor."

We have in educational television a chance to conquer a new frontier.

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school radio and television workshops will be conducted by Gertrude G. Broderick, radio education specialist, U. S. Office of Education, assisted by William D. Boutwell, editor of *Scholastic Teacher*. Panelists will speak on the topics "Why a Workshop?," "What are the Educational Values?," and discuss problems in staffing, equipping and operating, expanded activities, and sources of assistance.

[continued from inside front cover]

As this is written it is not known who will lead AER-T for the next two years. Speaking for those who have served during the past three years, it must be said that without the support of each member the Association would not be looking forward to a period when its service will be the most significant in its history. The officers of any organization can do only as much as the members will support. The present group has had the kind of support that is enjoyed only in rare instances. The greatest satisfaction to result from the immediate past is that the problems of administration in AER-T have been the problems of all, and each member

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Three Dimensional TV "Around the Corner"

Philip Lewis

Chairman, Department of Education, Chicago Teachers College

THREE DIMENSIONAL MOVIES have been making history all over the country, but what is less generally known is that this same development has been extended to video. Actually, experiments in stereo-television have been underway for some time. The significant news, at present, concerns the invitation issued to the public by the American Television Institute of Chicago to attend showings of this modern miracle. U. A. Sanabria, long-time pioneer in the field of TV and executive of the Institute, announced that his system is entirely compatible with currently authorized standards and that existing equipment would require only very minor changes at the transmitting and receiving installations.

How It Works—To achieve the third dimensional illusion of depth in an image it is necessary to simultaneously scan a scene or object from two separated vantage points, spaced sufficiently to present slightly different aspects. This, in principle, is how a person's two eyes operate to permit reliable visual judgment in estimating distances or establishing the relative positions of objects. A convincing experiment in this area is to cover one eye and then try to walk down the street or around the room using only the vision of the uncovered eye. There is a definite loss of depth interpretation resulting in limited perception.

In the studio the stereo principle is applied by using two conventional television cameras fastened together or "ganged" so the distance between the two sets of lenses is always constant. An alternate arrangement is the construction of a special camera having two sets of lenses built into a single structure.

The FCC authorized television system used universally in this country, provides that 30 frames [pictures] per second be transmitted to provide the illusion of motion. Experiments reveal that 15 frames per second is sufficient to supply this effect. Three dimensional television utilizes this finding by arranging a switch that permits each of the two "ganged" cameras to pick up

images alternately—15 each per second. The composite broadcast signal contains 30 images per second with half of these coming from each camera and intermixed as explained.

The problem at the receiving end is to separate the two sets of images so that the viewer's left eye can see what has been picked up by camera one while the right eye sees only the images coming from camera two. This is what gives the illusion of depth.

Two approaches have been most successful in dealing with this situation. In the first instance the viewer looks into a device slightly similar in external appearance to binoculars. Inside this apparatus is a revolving cylinder with a right and a left aperture. As the cylinder revolves in perfect step with the frames shown on the kinescope [picture tube] of the receiver, first the left eye is permitted to scan the image on the screen coming from camera one and next the right eye watches the forthcoming frame that was transmitted from camera two. This alternating process is continuous. The phosphor used to coat the inside of the television tube has a slightly longer persistence than the coating used in current sets. This permits the image to glow for a slightly greater period of time [1/35 second], and the natural phenomenon of persistence of vision of the human eye consummates the illusion of depth by blending the two slightly different images.

This initial viewing scheme with the mechanical scanner has certain limitations. The viewer must be close to the set at all times, and only a single individual can view at a given time—thus the implementation of the second approach. Mr. Sanabria would not release many details in this connection because of the developmental rights involved. However, since it is reported necessary for viewers to wear polarized glasses for stereo-viewing in this instance, it can be assumed that the images taken from camera one have been polarized vertically, and the images taken from camera two have been polarized horizontally. The use of the glasses would then permit one set of images to be

seen by each eye respectively. In this way as many viewers as can normally view conventional telecasts from a given receiver can also watch 3-D video. It should be added that the employment of either system will not interfere in any way with the normal use of a receiver for conventional programs. The American Television Institute plans to ask the FCC to include stereoscopic television considerations in any further decisions made in connection with color television.

Exciting Second Development—A simple switch on the home television receiver permits the individual to watch either 3-D television by using the images being broadcast from both cameras at the studio or conventional television by cutting out the images from one of the cameras by merely throwing the switch. In this latter case a video program is being received through the use of only 15 frames per second. Thus, if the camera not being used [with the alternate 15 frames] is taken into a second studio at the station it is quite feasible to have it pick up another and entirely different program. Here is a plan to put two simultaneous offerings on every channel in a given location and thereby double the number of programs available!

It has been estimated that the cost to the station interested in transmitting three dimensional television would be in the neighborhood of fifty dollars, with a correspondingly smaller investment for the viewer.

Implication for Educational TV—The allocation of television channels for educational and non-commercial purposes still leaves certain communities and educational centers without the prospect of ultimately getting a frequency outlet. Employing the system described, it might be possible for certain of these institutions to work out an arrangement with a commercial telecaster to use, for example, Channel 4-B for instructional purposes while the station proper used Channel 4-A. The receiver switch would permit the viewer to make the choice.

Educational Television: Everyone's Baby*

Norbert J. Hruby

Director, Public Information Center, Loyola University, Chicago

IT IS ALL VERY WELL for educators, on the eve of embarking on the perilous seas of educational television, to make solemn vows. The most solemn of these vows is probably the one which goes something like this: "So, help us, our educational television station will be a community project."

To this all right-minded people will say, "Amen."

But what if, somehow, the words—and meaning—get transposed, like this? "Our educational television station will be a community project—so help us!"

In its first form the vow is a noble aspiration, in its second no vow at all—only a campaign promise. Though Americans may respect the promises of educators more than those of politicians, it is highly desirable that the educators from the very beginning take steps to guarantee their own good faith. As they progress through each stage in the development of their plans for an educational station, it behooves them to keep in mind the all-important stake which the people of the community have in that station. Why? Because the people are ultimately the very reason for the existence of the station. The people are its audience!

The principal stages in the development of a station are, of course, its financing, its organization, and its operation. Let us see how the educators, given the responsibility of educational television stations, can set up machinery geared, at every stage, to the potential, the needs, and the desires of the community.

Financing a station is really a two-fold operation. First, funds are needed to build the station; second, funds are needed to operate the station during its first year and every year thereafter. But fund-raising for an educational station is all one, regardless of the purpose to which the money is put.

Circumstances vary from one community to another. In one community the source of funds for the capital in-

vestment may be a private foundation, in another taxes, in another corporate gifts, in another popular subscription on an individual basis. In some communities a combination of two or more sources may be employed. In Chicago, for example, all the sources indicated above are involved. In Los Angeles, on the other hand, only the first source is employed.

Now, unquestionably, the educators in Los Angeles have good reason to congratulate themselves in having found in the Allan Hancock Foundation a liberal benefactor, but there is a danger inherent in their good fortune, for from the very beginning the people of Los Angeles have been relieved of the responsibility of giving their own money to start their station. Without this special bond of interest it would be understandable if the people of Los Angeles felt a certain detachment, for though the station is *for* them, it is not *yet* of them. The educators in Los Angeles also run a risk. Having received, in effect, the gift of a station from a relatively impersonal foundation, they have less incentive to regard it as a trust from all the people whom they are to serve. Thus, they too may feel a certain detachment, and the net result could conceivably be an Ivory Tower station which broadcasts *at* its audience instead of *to* it.

None of the preceding is intended, of course, as derogatory of the Hancock Foundation, the educators of Los Angeles, or its people. The foregoing is certainly not intended, either, as a prediction of what will happen in Los Angeles. It is, however, a guess as to what could happen if proper safeguards are not taken on the policy level of Channel 46 in Los Angeles to insure the stake of the people. It may be, indeed, that the management of Channel 46 has already done so.

But what of the community not so fortunate as to have a Hancock Foundation to pick up the tab? Chicago is such a community. As matters stand at the date this is written, the Chicago Educational Television Council will receive financial support from many sources. It is known that \$150,000 has

been allocated to it by the Fund for Adult Education; a similar sum in terms of facilities and remodeling expenses has been earmarked in the budget of the Chicago Board of Education; a citizens' group headed by Edward L. Ryerson, chairman of the board of the Inland Steel Corporation, is actively soliciting funds, and so on. But the most hopeful sign of all is a community-level movement which has received relatively little publicity.

This is the story of Wilmette, Illinois. Wilmette is a North Shore suburb of Chicago with a population under 20,000. Less than a year ago the Parent-Teacher Association of Harper School in Wilmette elected Mrs. Leighton Cooney program chairman. Mrs. Cooney in casting about for a suitable program for the December PTA meeting engaged a panel of speakers to discuss the problem of children's programs on commercial television. Among the speakers on the panel was Jack Mabley, television columnist of a Chicago newspaper. The discussion generated a great deal of interest among the people of Wilmette, but no action was taken immediately.

Within a week or two after the meeting Mr. Mabley called on Mrs. Cooney to help him with a monitoring study he was planning for Christmas week. She rallied some thirty other mothers to assist in the survey. Despite the pressures of the holidays these women faithfully collected data on the types of programs their children were watching. These facts Mr. Mabley reduced to statistical form. An alarming incidence of violence in children's programs was revealed—nothing to be sure, that had not already been revealed by the various NAEB surveys conducted by Dr. Dallas Smythe and others, but this revelation was brought home forcefully to Chicagoans through the publicity given it by Mr. Mabley.

The interest already generated in Wilmette by the panel discussion was now renewed, and a group of citizens of Wilmette headed by Mrs. Cooney now turned their attention to what they as private citizens could do about the situation. Seeing their opportunity to counteract the deficiencies of commer-

*Dr. Hruby was a member of the original Working Committee on Educational Television in Chicago which for two years has been laying the groundwork for the present Chicago Educational Television Council. He is presently director of the Council's Television Speakers Bureau.

cial television by throwing their support to educational television, Mrs. Cooney's group sought means to aid in the establishment of an educational station on reserved Channel 11. Since a lack of funds was the most immediate problem confronting the committee of educators planning the station, the group met and organized itself into the Wilmette Committee for Channel 11, drawing its membership from the citizenry at large as well as every church and civic organization in town. Wide publicity was given its activities through the local newspaper, special announcements, flyers, and a telephone campaign. The Committee enlisted workers for a block-by-block canvass to raise funds. The work began. As this is written, nearly \$6,000 has already been raised in this manner. It is estimated that this money represents the donations of more than 7,000 viewers in the community. Workers report that they are getting an 80 per cent response to their solicitations!

Now what is the significance of the Wilmette story? Assuredly, \$6,000 is not very much money when one begins to estimate costs in television, but when one reflects that that sum indicates the active interest of 7,000 viewers in a town of less than 20,000, then its significance bulks extremely large. It means that when Channel 11 goes on the air late this year or early in 1954, there will be at least 7,000 viewers in one small suburb of Chicago with a stake in its future! Are they going to be content with a station which broadcasts *at* them? Or are they going to demand of the educators who operate Channel 11 programs that are meaningful and valuable to them?

Here, then, is a vivid illustration of community initiative. What has happened in Wilmette can happen in every neighborhood in Chicago and every one of its suburbs. With encouragement from the educators the Wilmette story can be repeated a hundred times. Aside from the very considerable amount of money that could be so raised [a projection of the Wilmette campaign would indicate that as much as \$1,500,000 could be raised for Channel 11 in Cook County], the value of fund-raising of this kind is even more importantly the preparation of a large, responsive, interested audience for the station even before its construction permit is issued by the FCC. We need not labor the notion that people appreciate most what

they pay for themselves—by direct contribution.

Heartened by what happened spontaneously in Wilmette [and by the promise of similar action in Glenview, Winnetka, and other communities in the Chicago area], the Chicago Educational Television Council has set up a speakers' bureau made up of the educators who have been doing the spadework for Channel 11 over the last two years. Over 2,000 civic and religious organizations are now being circularized by mail. Early response to the offer of the Speakers' Bureau has been heavy. These speakers are offering their services to explain plans for Channel 11 and to suggest means for organizing popular support for those plans. The message being carried to these organizations is not a request for funds from their treasuries but a suggestion that they organize their neighborhoods as Mrs. Cooney did hers. The Wilmette story will be told many times. It is hoped that the Wilmette story will be enacted again and again. In short, Channel 11 is to be everybody's baby!

Now let us look eighteen months or so into the future of Channel 11 in Chicago. The station, we will say, will have been on the air for a year. Let us assume that the funds raised in the enthusiasm generated by a big new enterprise will have been used up. What now? Will the Fund for Adult Education continue to support the station? Probably, but only to the extent of meeting a fraction of the total operational costs. Will corporate gifts continue? Perhaps, but prudence would suggest that these are apt to dwindle as time passes. Will tax funds from such organizations as the Chicago Board of Education continue? Probably only in proportion to the actual use made of the station's facilities by the public schools. Will all these together be sufficient to sustain the station on Channel 11? My guess is that they will not. Where then will the remainder come from? The answer to this question will be determined, I believe, by decisions and policies established in the next few weeks or months.

If the Chicago Educational Television Council succeeds in mobilizing popular support, on the Wilmette pattern, from the very beginning, it is quite likely that the Chicago station will take to the air on a wave of active popular interest. But what will sustain this wave? Good programs which meet the needs and de-

sires of the community are, of course, one obvious answer, but such an answer is really an over-simplification. It may be that good programs will be immediately forthcoming, but it takes time to build good programs just as it takes time to develop personnel and techniques. It would be unrealistic to expect a full schedule of good programs within the first year of operation. There will be a considerable period of trial and error during which many ideas, persons, and techniques are tested, discarded, and replaced by new ideas, persons, and techniques. This is in the very nature of things. But this period will be a time for patience on the part of all concerned—including the audience. Accordingly, that audience must be involved in our experimental project to a greater degree than merely in giving some financial support, important as that is. In short the audience must be represented in the management of the station, and the management of the station must always be responsive to the public interest.

The means for accomplishing this mutuality of interest between the station and the community are matters for decision here and now. Within the next few weeks when the Chicago Educational Television Council organizes the station on Channel 11 it should decide to incorporate as many different community interests as possible into its policy-making board and its advisory committees. Present plans, in fact, call for a board of trustees made up of educators and laymen representing the community. Two advisory committees are also projected, one to be composed of educators, the other representatives from as many key civic organizations as possible, in order to give the station on Channel 11 the broadest possible base. But sound as this plan is, it does not provide all the machinery needed to establish and develop rapport between the station and the community. There are, needless to say, many citizens in the Chicago area who are members of no civic organizations and who therefore may still have reason to feel that they have no voice in this community project.

Means must be established for rendering the station on Channel 11 responsive to everyone. The active solicitation of comments from viewers—by requests on the air and by other means

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Crime Doesn't Pay—for Some Sponsors*

Edward H. Weiss
President, Weiss & Geller, Inc., Chicago

IN RECENT WEEKS the television industry has been stirred by the hue and cry raised in the press here in Chicago and now elsewhere at the growing crime rate on television programs. The *Daily News* here in Chicago, as you will recall, even began tabulating the number of murders, fistfights, sluggings, etc., much in the manner of a report by the Chicago Crime Commission. The statistics were genuinely alarming. It would appear that the TV tube was drenched in blood and smashed into a pulpy mess at the end of a single day of telecasting—judging by the facts brought out in a series of newspaper articles by our distinguished radio and television columnist, critic Jack Mabley.

But more important, back of these articles stood an aroused group of parents, protesting that the living room was becoming an arena of violence and their children were becoming uncontrollable because of these criminal acts they saw on the screens.

Many in the television industry squirmed in discomfort at being fingered—so to speak—as an accessory to all this bloodletting. Some in the industry shrugged the series of articles off as just another newspaper series. They thought the hue and cry would soon become a whisper and eventually fade away like a general. Others, strangely enough, screamed "Foul," and pointed the finger right back at the newspapers for the violence in their comic strips and their reporting of rapes, murders, and assaults on the front page. This seemed to justify their crime shows on their stations; in other words, "two crimes make it right."

At any rate, violence in television programming via crime and other types of shows has become a pertinent issue of the day and has provoked many of us in the industry to do some serious thinking on the subject. I know we did at Weiss & Geller. Particularly were we interested in how our clients' sales curves were favorably or unfavorably influenced by shows predominately fea-

turing crime and violent acts. In fact, it set us to thinking about some of our past experiences with crime shows for sponsors and also prompted us to dig into the human motivation aspect of crime shows on our television screens.

As you may know, our agency has been making an intensive study of the social sciences—psychiatry, psychoanalysis, psychology, sociology, and anthropology—for the past few years. We have done so in the belief that these sciences can creatively provide us with fresh new stimulating ideas to help our agency sell more merchandise for our clients.

This case history concerns one of our clients; how our human motivation research uncovered the fact that we were not only using the wrong commercials but that we also were using the wrong type of television show; and, finally, what happened to our client's sales curve after we changed both the show and the commercials.

On September 11, 1951, we bought a "Private Eye" show for our client. When we purchased this show we very carefully studied all available facts. We noted that only a few mystery programs were among the top 25 shows, but we still observed that many mysteries received exceptionally high ratings. Note, for example, the current ratings of *Man Against Crime* with a 29.0 rating, *Racket Squad* with a 33.6 rating, *T-Men in Action* with a 31.2 rating, *Dragnet* with 43.5, *Mr. and Mrs. North* with 26.3, etc.

So, in purchasing the mystery show to sell wine we felt we were getting a production with a real potential for a high rating. Our television commercials were what we then considered normal, first-rate copy approaches. Now, let's take a look at what happened.

It wasn't until a year ago this Spring that we were ready to apply our human motivation techniques to the copy approach as well as the show itself. What we wanted to find out was what were the real reasons why people drank Mogen David Wine and in what kind of a mood or setting the commercial should be placed. In other words, what

type of a show would best set the emotional climate for getting across the sales appeal. Our work in human motivations had clearly shown us that people were moved to action more by their feelings than by any intellectual phrasing of words. We were aware we could do more by creating a set of feelings or mood to make our television commercials click than by a thousand expertly-phrased sentences.

This was the first study we were ready to make where both the commercial and the show itself were being placed, as it were, under the human motivation microscope. Every advertiser and advertising agency, I am sure, has long had vague feelings, if not definite proof at times, that a high rating and a large viewing audience doesn't necessarily mean that you are getting your commercial across. This has been proved time and again by excellent sales results from low-rated shows and poor sales results from high-rated shows.

Mogen David Wine is a sweet concord grape wine with sugar added and only 12 per cent alcohol by volume. It is different from the regular California and French imported wines. We sought an entirely new copy platform from the conventional approaches that had long been used in wine advertising. We followed our usual procedure of consulting social scientists—then double checking via psychological depth interviews.

One psychologist told us, "Wine is related to festive childhood memories, to early family closeness and gaiety." An outstanding woman psychiatrist put it this way. "The traditional aspect of wine is something that knits the family together." A leading male psychoanalyst added, "Sweet wine carries all the connotations of a festive holiday in which the making of special foods as well as wine by the mother is stressed."

We then went to a cross-section of consumers using psychological depth interviews and from them we learned such facts as these: "Mogen David tastes so much like the grape wine I had at home as a child," and another woman stated, "It is almost like my mother and father used to make." And

*An abridgement of an address before the Chicago Television Council, January 21, 1953.

a man had this to say: "One of my most precious memories is of drinking wine with my parents."

Throughout all these human behavior studies one idea emerged over and over in such dominance and in so many forms that all other ideas became satellite to it. The single conception, which was mentioned by all of the dozen social scientists consulted and corroborated by depth interviews, boiled down to the fact that people associated this red, sweet, concord grape wine with highly agreeable thoughts of childhood days, of home and family. This pointed the way to copy themes setting a mood that would be a doorway to the pleasant world of yesterday—living again in an atmosphere of friendliness and calm, recapturing the good old days when life was simple, uncomplicated, more comfortable.

Copy themes created were

A taste of the good old days:
The Home-Sweet-Home Wine.
Wine like grandma used to make.

This theme dramatized the feeling of nostalgia—reminding the consumer of memories of the good old days when the world was a kindlier, less tense, less hurried, an altogether more pleasant place in which to live.

Once the copy theme was created and once we recognized the fact that our approach was a honey, calm one that would set a mood for the television viewer to feel relaxed and less anxious, it struck us quite forcibly that our mystery show was out of place with this kind of copy. Certainly it seemed inconsistent to build up an exciting mystery show and then when commercial time came along to attempt to cool the audience off sufficiently to get them into the calm frame of mind we thought necessary for them to look, listen, and reminisce our relaxed type of commercial.

We were reinforced in our opinions that the mystery show was not right for our product by advice we received from social scientists we consulted. But what greatly impressed us was a little book in our social science library by Dr. J. A. M. Meerloo, instructor of psychology, Columbia University, which was published in 1950 under the title *Patterns of Panic*.

Dr. Meerloo makes the point that panic is a contagious fright reflex and everybody, however emotionally mature

they may be, can succumb to it. "When panic hits, people involved remain peculiarly impassive in their behavior . . . they make no plans; they are frozen in space; they don't think; it is as if they surrender to what is fear," says Dr. Meerloo. "Many people who come out of panic do not remember anything that happened during their affliction. When people are in panic they cannot take any action of any kind—mental or physical."

This, then, was the case against the mystery show for Mogen David. It was indeed impractical for us to continue any show where we induced our television audience into an emotional state bordering, even to a small degree, on panic. If this audience becomes immobilized and carried away by a slight state of fear through the action of the play, it was obvious to us that the commercial could not possibly hit its mark or be absorbed or remembered in any way by the audience.

And so we concluded to replace our mystery show with a panel show, "Where Was I?" The show has been on the air now about twenty weeks. We started this show from scratch and it now has a rating of 15, which is higher than our Private Eye show ever had.

And what of Mogen David sales since we began using the new show and new copy theme?

Since the use of our new show and copy theme Mogen David sales have hit an all-time high. It has risen from as low as 18th place in many states to first place in wine sales nationally for wines of this type. While copy themes and television shows are certainly not always the sole reason for the success of a product, we have evidence that in this instance the copy idea, coupled with the proper television program idea, is the key to the rising sales curve.

I don't want to give anyone the impression that we at Weiss & Geller are completely opposed to all crime or mystery shows. I must say that in defense of some of the gangster or horror and extremely exciting cowboy shows presented for children, we must remember that children from time immemorial have enjoyed Anderson and Grimm's Fairytale type of story.

But as a way of life and as a steady diet—well that is another story. A steady dose of many crime, mystery, western shows can become a psychological burden to children.

As to adults, it is impossible to gen-

eralize about the reactions and effects of such shows because it is a highly individual matter and there would therefore be great differences, already established by past experience and development. Those who rely heavily on this sort of stimulus for their entertainment are those who already are overburdened psychologically and have tremendous need for distraction. Those who are mature have already established defences against the whole realm of aggression and hostility, and one would not need to worry about their mental health.

And what of the dollar, sales, or profit relationship between advertisers and these horror shows? Our motivation studies showed us that with respect to one client, the mystery show was not a good vehicle.

I feel that if advertisers generally would make an attempt to study the effect of the type of show, mystery or non-mystery, in relationship to their commercials and to the audience to which they are directing their sales messages, they might revise their ideas on the kind of television show they should use. In essence, an advertiser might very well have panicked his audience right out of a receptive mood for his commercial if his show shocks them too much. Our human motivation studies show us time and time again that the consumer must be in the proper mood if the message of the advertiser is to have any impact at all. An act of violence in any show, mystery or not, which immediately precedes the commercial may endanger the sales message.

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has contributed to the solution of those problems with great insight and enduring patience.

This is the page on which your President is expected to spread his reports to the membership on the state of the organization, his statements of policy for the Association, his expressions of gratitude for assistance given, and his calls for future action. The answer to the first charge is given herein. To the second, it would seem presumptuous to outline a platform to be carried out by those who will succeed. There is no doubt that those who follow will know the direction of AER-T, and will dedicate themselves to the execution of those plans. To the third charge, I must say

that to name any names specifically will only result in neglecting someone who rightly deserves recognition. But, it must be said that without the help of many, AER-T would no longer exist as a functional organization in the field of educational radio and television. The reply to the last charge is being reserved for expression at the AER-T luncheon in Columbus.

This has been an exciting term of service. There have been great disappointments and moments of elation. The disappointments have been the result of human failures in the administration. The high points have occurred when a service has been rendered and that service has had significant results. The latter have more than made up for the former. I am confident that the service of AER-T will increase and that our impact will go on the record as a significant one. I am happy that I have had the opportunity to give what little I have to the cause of making AER-T a responsible member of the communications fraternity. I conclude this period of service accepting the criticisms that have been expressed as expressions of constructive comment as to what AER-T should be for those who follow.—

JOHN C. CRABBE

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of publicity—is one such means. Another is to invite the public to inspect the facilities of the station and to encourage them to correspond with the management. Every effort should be made by the station management to evaluate these comments and to be guided by the most cogent. A special bureau to screen the mail would be invaluable.

Needless to say, no plan can be set up which would make it possible to satisfy everyone. With or without a serious attempt to make the management of the station sensitive to constructive public opinion, it will be subjected to many external and internal pressures, but no opportunity to allow the regular viewer to protest or comment should be missed. This obviously is the essence of democracy.

Now let us look once again eighteen months into the future of Channel 11 in Chicago. The question was raised as to where the rest of the money to run the station is to come from. The answer is, of course, from the community at

large, from the regular viewer. Once the station is established, there should be no longer any need for the kind of organization we have seen in Wilmette. The station will possess its own best means of fund-raising—by direct solicitation over the air. And if the audience, which is the public, the community, is convinced that Channel 11 is really a community project—by all the means mentioned above—there is little reason to suppose that it will not rally to the support of the station. If it does, Channel 11 will survive its period of

trial and error and will become a major force for good in the community. If it does not, Channel 11 will die. But if Channel 11 should die because it has failed to gain the confidence and the good will of the community it is attempting to serve, then perhaps it is well dead.

This is a calculated risk, but calculated risks have won great victories. It is our firm belief that Channel 11 will in time be a very great victory. And the victory, when it is won, will belong to the community!

Events of Significance

Michigan State Conference

More than 100 men and women attended the eighth annual Radio-Television Conference on March 6 at Michigan State College, East Lansing, and participated in a full day's discussion of the topic, "Safeguarding Our Freedoms Through Radio and Television."

Main speaker was Richard B. Hull, a member of the U. S. Commission on UNESCO as one of the 10 representatives of state and local government, and chairman of UNESCO's television panel. He serves as director of radio and television at Iowa State College.

His after-luncheon talk dealt primarily with one of UNESCO's chief concerns—establishment of world-wide mass communications which will give a true and accurate picture of the world. He discussed the international aspects of the conference's theme, emphasizing the study that has been done and the need for an international and inter-continental television tie-up.

Hull pointed out, however, the numerous stumbling blocks involved. Among his examples were the different concepts of freedom of information, differences in languages, differences in customs and philosophies regarding the general flow of knowledge, differences in methods of financing radio and television, and technical differences.

"If any effort toward an international television system is to be successful, peoples all over the world must understand what mass communication is, they must know why it is necessary to be truthful and accurate, and they must help UNESCO break down the barriers that exist today," he said.

Hull compared the "village culture" of a relatively few years ago with the

complicated communications of today when people are bombarded with ideas by radio, television, and newsprint and have little personal opportunity to evaluate those ideas.

The conference's morning panel discussed, "The Function of Radio and Television in Developing Active Citizenship." Speakers were Don DeGroot, manager of WWJ, Detroit; R. A. Peters, president of the Michigan Junior Chamber of Commerce; Dr. Howard McCluskey, University of Michigan, former national president of the Adult Education Association; and Robert J. Coleman, director of WKAR-AM-FM at Michigan State College.

DeGroot explained how TV strengthens the entire democratic process and that programs must be outstanding because the public will absorb only what it will accept. Peters told how the public must be properly informed in order to resolve its problems. McCluskey, talking for education, said that the process for learning includes [1] exposure or stimulation, [2] understanding, [3] acceptance, and [4] involvement.

He added, "The impact of TV in this respect is obviously incalculable, and that is why great selectivity is needed."

Coleman compared the selling of citizenship with the selling of merchandise.

The afternoon panel took up "The Function of Radio and Television in Preserving Our Freedom of Speech." Speakers were Professor Robert Scott, police administration department, Michigan State College; William Ray, director of news and special events, NBC Central Division; Frank G. Millard, attorney-general, State of Michigan; W. A. Pomeroy, manager of

WILS and president of the Michigan Association of Broadcasters; and Professor Armand L. Hunter, director of television development, Michigan State College.

The speakers agreed on the general thesis, as Ray put it, that because a great proportion of the people get—and believe—the news as heard on radio and TV, newscasters must give only the truth as they can learn it.

Ray said that free speech in radio and TV is not the right of anyone to say just anything whenever he pleases—especially in the heat of temper.

He went on to say that one cannot misquote a man with his own words—via tape recording, radio, or TV.

The conference was sponsored by Station WKAR at Michigan State College, the Department of Television Development, and the Department of Speech, Dramatics, and Radio Education. It was coordinated by the college's Continuing Education Service.

General chairman was Professor Robert Crawford, of the Department of Speech, Dramatics, and Radio Education. Welcoming address was by Dr. Wilson B. Paul, head of the same department. Chairman of the morning session was Otto Entema, director of extension and adult education at Western Michigan College, Kalamazoo. And chairman of the afternoon session was Dale B. McIntyre, public service director, WJR, Detroit.

Columbus Radio-TV Entries

The rapid growth in programming of educational TV shows in the U. S. and Canada is reflected in entries submitted for this year's "Ohio State" awards.

Dr. I. Keith Tyler, director of Ohio State University's Institute for Education by Radio-Television, which annually sponsors the competition, reported that more than twice as many television programs have been submitted to vie for the 1953 awards as were entered last year.

The yearly competition among outstanding radio as well as television programs aired over U. S. and Canadian stations during the past year, will be held in conjunction with the Institute's 23rd annual meeting, April 16-19, at the Deshler-Wallick Hotel in Columbus. Winning programs, to be announced April 13, will be available for review at the conference.

A total of 552 radio and TV entries

—16 per cent more than last year—were submitted for judging in this year's 17th annual American Exhibition of Educational Radio and Television Programs. TV entries more than doubled, increasing from 37 last year to 88 this year, while radio entries jumped from 437 to 464.

In commenting on the entries, Dr. Tyler said "the increase clearly shows that interest in educational programming is greater than ever, and that educators and broadcasters are both concerned with doing a really effective job.

"Although the increase in television entries reflects to some extent the greater availability of expensive kinescope recording equipment generally, we feel that it demonstrates an actual increase in the amount of educational programming being done by the country's television stations.

"The fact that radio entries have also increased over last year shows that, contrary to opinion in many quarters, there is still a healthy interest in radio," said Tyler.

The breakdown of entries by program classification reveals that the biggest jump in television entries was in cultural programs, dealing with art, science, literature, and music, tripling from last year's 7 to this year's 21. Programs in all six television classes showed an increase over 1952, especially those in the public affairs and special interest categories.

Cultural programs also led among the fourteen classes of radio entries, increasing from 68 last year to 82 in 1953. The 63 "one-time show" entries were an increase over last year's 53, while another significant increase was that of intermediate in-school programs. Sixty-one were entered in this class for 1953, compared with 36 for 1952.

The annual awards of merit are presented to exhibitors of the most outstanding programs with the purpose of stimulating the broadcasting of significant educational programs. Judging of radio entries is done at 14 centers located all over the United States; television entries are judged by a committee in Columbus.

The "Ohio State" awards, as they are frequently called, are unique in that they represent judging of programs by all production groups—not only networks, but independent stations, educational institutions, and national and local organizations.

Availabilities

Prepared by Gertrude Broderick

Recordings

The Library of Congress has issued four of its most popular albums of recorded folk songs and poetry on long playing 33 $\frac{1}{3}$ rpm records. Previously available only on five 78 rpm records, the new, more compact albums are designed to meet requirements of today's record buyers.

Two of the four albums now available on LP are from the Library's "Twentieth Century Poetry in English" series and the other two are from the "Folk Music of the United States and Latin America" series. The Library expects to reissue all its albums of folk music and poetry readings on LP records and to issue all future recordings in both of these series in LP form only.

One of the new poetry albums is T. S. Eliot's reading of his "The Wasteland," "Ash Wednesday," and "Sweeney Among the Nightingales." The other poetry album presents Robert Frost's reading of his "The Witch of Coos," "The Mountain," "The Gift Outright," "The Runaway," and some of his shorter poems.

Folk song albums contain examples of Negro folk expression as represented in religious music; and Anglo-American songs and ballads, including "Lord Bateman," "Froggie Went a-Courting," "Sourwood Mountain," and other familiar songs.

Orders should be placed through the Recording Laboratory, Library of Congress, Washington 25, D. C. The price is \$4.50 per album, plus 10 per cent excise tax and shipping cost.

Mr. President is the title of a new Victor LP which should be of interest to teachers and their high school students. Not to be confused with the radio series of the same name, the recorded program is a 60-minute, carefully edited presentation of the voices and statements of leading characters in the national scene from the inauguration of Franklin D. Roosevelt up to and including the conventions, campaign, and election of President Dwight D. Eisenhower. Edited by James Fleming, news editor of NBC's television program *Today* and editor of *Voices and Events*, the recording includes

twenty years of history as we have lived it. Mr. Fleming serves as narrator and claims that 95 per cent of the material used has never been released in this form.

Available through local Victor record stores at \$5.72 per copy.

Books and Pamphlets

Television and Education in the U. S., by Charles A. Siepmann, professor of education and chairman, Department of Communication, New York University. A UNESCO publication in the series "Press, Film, and Radio in the World Today," it includes for the first time, the subject of TV. Author Siepmann, discusses the general educational aspects of television and gives examples of interesting program experiments in the United States, in France, and the United Kingdom. He cautions that most television producers are hesitant at this time to assess their programs too precisely or to define a statement of policy, so this first effort is no more than a provisional report. Such

preliminary evidence as is available on the effects of television programs will, he hopes, serve to quicken the interest of educators in the use of television and suggest new avenues for exploration. Copies available at \$1 through International Document Service, Columbia University Press, 2960 Broadway, New York 27.

Audio-Visual Materials—Their Nature and Use, by Walter Arno Wittich, professor of Education, University of Wisconsin, and Charles F. Schuller, director, Audio-Visual Center, Michigan State College. A comprehensive new text dealing with all types of audio-visual materials and techniques as a means of attaining instructional goals. Of special interest to AER-T members should be the chapters on the classroom use of radio, on educational recordings, and on television, not to mention the valuable list of sources which appears in the appendix. Published by Harpers, the book is beautifully illustrated, and sells for \$6.

Early March Joiners

The following list of newcomers is not as long as in previous months, because of the earlier deadline. Our average is still very good and the Membership Committee is grateful to all of those who are doing their share to keep the list growing.

Institutional

College of the Pacific
Radio Department
Stockton, California

California

Archie Greer
Assistant Director
Station KCVN
College of the Pacific
Stockton

Georgia

Haskell Boyter
Director of Radio Education and Manager
Station WABE
Board of Education
Atlanta

Illinois

Rt. Rev. Msgr. D. F. Cunningham
Superintendent of Catholic Schools
Chicago
Robert A. Kubicek
National TV Review Board
Chicago
Noble J. Puffer
Cook County Supt. of Schools
Chicago

Louisiana

C. A. Randal
Principal
Eunice High School
Eunice

Michigan

Alice B. Case
Teacher
Roosevelt School
Detroit

Marion Hoffman
Coordinator of Radio and TV
Audio-Visual Department
Board of Education
Lansing

Dorothy Weyburn
Teacher
Carleton School
Detroit

North Carolina

Richard C. Wilson
Program Director
Station WHPS
High Point High School

Oregon

D. Glenn Starlin
Director of Radio
University of Oregon
Eugene

Wyoming

Dr. G. D. Humphrey
President
University of Wyoming
Laramie

St. Louis AER-T Active

St. Louis is really excited about the prospect of an educational TV station. There has been much publicity and much speculation, and the latest word is that the station hopes to be on the air in April, according to Virginia Edwards, president of the St. Louis AER-T.

"Our Chapter," says Miss Edwards, "decided that we should plan our meetings for the spring in such a way as to help local community organizations understand the medium so that they could use it more effectively.

"At a planning meeting, we outlined the type of information that should be covered and set up eight meetings to be held on alternate Thursday evenings. A letter was sent to 70 community organizations and leaders asking them to join us and learn about television.

"Some ten organizations signed up for the series and speakers were scheduled. We found hearty cooperation everywhere we turned. Radio and television people have been extremely generous about coming to talk to our group.

"Each meeting has been planned with a demonstration or a talk—followed by a question-discussion period. Interest has been high and the questions have been very pointed. The discussion has been general and very enlightening. Most of the people present at the first meeting were so pleased that they brought others to the second meeting.

"Resource people who know the field, or a particular phase of it, have been signed up for each meeting. We hope that in time the St. Louis Chapter of AER-T can become a sort of advisory board for the planning of programs for our community. In the meantime, we are extending our membership to people in the community who have had no occasion to use radio or television before."

Detroit Plans Educational TV

The Detroit Educational Television Foundation, established recently, formalizes two years of planning and discussion in that area. Present plans contemplate the operation, by that organization, of an educational TV station on an ultra-high frequency channel by the end of the year.

This regional venture, with 17 educational and cultural institutions of Wayne, Macomb, and Oakland counties as sponsors and participants, is

rapidly approaching its goal. In fact, the secretary of the Foundation reports that \$150,000 has been pledged by the Fund for Adult Education, \$600,000 in capital assets will be made available by Wayne University, the University of Detroit, and the Detroit Board of Education, and \$750,000 will be raised from business and industry.

One interesting feature of the project is that public, private, and parochial schools have joined in the venture. And this may make difficult the allocation of air time among the participating institutions. However, by pooling their efforts in a single station, competition for the TV channel was eliminated.

Plans call for a minimum of three studios scattered throughout the city, as well as a mobile unit for special events.

The participating institutions include:

The Cranbrook Academy of Art, Cranbrook Institute of Science, Detroit Historical Museum, Detroit Institute of Arts, Detroit Institute of Technology, the public library, public schools, and the Detroit Symphony Orchestra.

Also the Edison Institute, Marygrove College, Mercy College, Merrill-Palmer school, parochial schools of the Detroit Archdiocese, public schools of non-urban areas in Wayne County and of communities contiguous to Detroit, the University of Detroit, and Wayne University.

Mrs. Corey Back at KDKA

Her invasion of the African jungle with a tape recorder complete, Vickie Corey, KDKA's educational director, has returned to her desk in the studio of the Pittsburgh station and the Monday-through-Friday "School of the Air" series.

She left New York last August for a tour of Libya, East and South Africa, the Congo, and the countries in the western bulge of the continent to gather material for a series of programs for the "School of the Air."

Many of her programs she completed in the field and sent back for use on the Monday morning program of the series. She is now completing the final 12 programs.

Mrs. Corey visited jungle settlements, plantations, industries, and industrial installations. She traveled by air and overland searching for material she could use in programs dealing with

the everyday life of the jungle people, and the government, history, industry, geography, music, customs, and economics of other residents of South Africa.

In her authentic programs on Africa, which are grouped together as *African Adventure*, Mrs. Corey uses native background music, village noises, songs, chants and native conversation to give color to her descriptions. Whenever possible she lets English-speaking natives, workers, or visitors tell the story.

Mrs. Corey has made several other trips gathering material for the "School

of the Air." She has taken part in UN meetings in New York and she has visited various European countries as a UN observer.

Aptitude Test for Announcers

Nearly twenty years ago, psychologists Gordon Allport and Hadley Cantril found from their studies that women with vulgar and uncouth-sounding voices were most likely to succeed as radio speakers. It might be interesting to repeat the study to find out if radio and TV audiences today still have the same preferences they had in 1936.

RADIO AND TELEVISION NEWS

By Donald E. Brown, University of Illinois; and John Paul Jones, University of Florida.

This book is the first of its kind in that it provides realistic exercises in addition to explanatory material covering all major aspects of news broadcasting. The many exercises are based on actual news stories, and they are augmented by helpful explanations and by tested teaching devices. Of special interest to many users will be the introduction to the various units in the book. Twenty-three prominent radio and television news editors have written these discussions on fields in which they are experts.

Prob. 448 pp. \$4.50

TEACHING THROUGH RADIO AND TELEVISION

Revised Edition

By William B. Levenson and Edward Stasheff.

"This is a revised and expanded version of the hardy text, *Teaching Through Radio*. Many sections of the earlier edition have been rewritten or enlarged, but the most apparent 'new look' in the present edition comes from the blocks of television material which have been added by co-author Edward Stasheff. Both authors are pioneers in educational radio and television. This combination of technical know-how and teaching-administrative understanding results in a practical book for the reader who wants a first look at radio and television in their relation to the work of the school. No single book that I know of is more comprehensive." *Louis Forsdale in TEACHERS COLLEGE RECORD*.

560 pp. \$4.75

recent publications

TELEVISION PROGRAMMING AND PRODUCTION, Revised

Richard Hubbell 240 pp. \$3.25

RADIO AND TELEVISION SOUND EFFECTS

Robert B. Turnbull 334 pp. \$4.50

RADIO AND TELEVISION ACTING

Edwin Duerr 417 pp. \$5.00

RADIO DRAMA ACTING AND PRODUCTION, Revised

Kingson & Cogwill 373 pp. \$3.75

RADIO AND TELEVISION WRITING, Revised

Max Wylie 635 pp. \$5.25

THE RADIO ANNOUNCER'S HANDBOOK

Ben Graf Henneke 308 pp. \$4.25

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